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ABSTRACT

These three booklets include the writing assessment tests of the Wisconsin Pupil Assessment Program for grades 5, 8, and 11. The first exercise in each booklet is the writing of a story using a photograph as the stimulus. The second exercise is the revision of a story written previously. The eleventh grade test also includes a third exercise: writing a job application letter. (BW)

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№ 08192

WISCONSIN PUPIL ASSESSMENT PROGRAM

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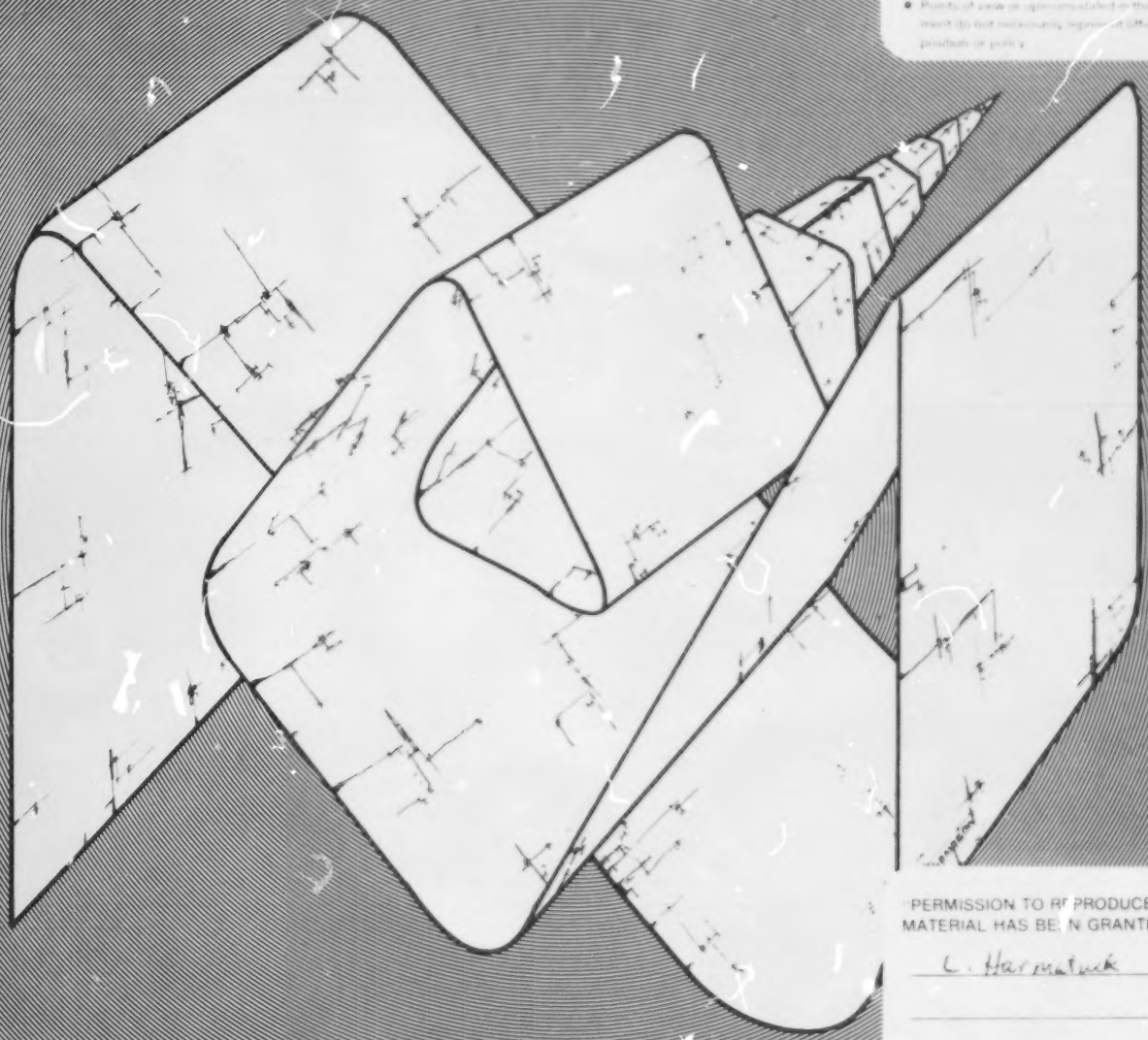

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WRITING

Fifth Grade

Exercise #1
Exercise #2 (final copy)

IN 818 828 (1 of 3)

Wisconsin Department of Public Instruction • Barbara Thompson, Ph.D., State Superintendent

DIVISION FOR MANAGEMENT,

PLANNING, AND FEDERAL SERVICES

Archie A. Buchmiller, Assistant Superintendent

Bureau for Evaluation, Planning,
Assessment, and Research

Tom Stefonek, Director

Wisconsin Pupil Assessment Program

Russ Allen

Diedre Brensike

Maggie Burke

Vicki Fredrick

Darwin Kaufman

Susan Ketchum

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photographer Edwin Stein,
Wisconsin State Journal

Published January 1981

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GRADE 5

WRITING ASSESSMENT TEST

PLEASE PRINT CLEARLY

Name _____
Last Name First Name Middle Initial

School District _____

School _____

Teacher Name _____

Test Booklet Number (from front cover of booklet)___ ___ ___ ___ ___

Grade in School _____ Sex (check appropriate space) 1. ___ Male
2. ___ Female

TO THE TEACHER:

Before beginning, be sure you know which exercises have been assigned to your students and that you have read the Test Administration Manual.

TO THE STUDENT:

Do not turn the page until you are instructed to do so. Then, be certain to turn to the page that your teacher names. Your teacher will read the instructions aloud while you follow along in the booklet.

FOR SCORER USE ONLY:

EX. #1: PT ___ ___ ___ EX. #2: PT ___ ___ ___

H ___ ___ ___ H ___ ___ ___

TEACHER INSTRUCTIONS FOR EXERCISE #1:	THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 3.)

First, be sure you have clearly printed the information requested on page 1.

This is a writing test.
Today, you will write a story.
Write your story in this booklet.

Dictionaries are available if you need them.
No other reference materials are permitted.

Be quiet. If you finish early, work on something else, or read a book.
The test booklets will be collected at the end of this period.

Are there any questions?

Now turn to page 5 for the test directions. Your teacher will read the directions aloud while you follow along.

YOU MAY USE THIS PAGE FOR NOTES OR AN OUTLINE IF YOU WISH.

Exercise #1

TEACHER INSTRUCTIONS: THE FOLLOWING TEST DIRECTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 5.)

TEST DIRECTIONS:

Look at the picture on the opposite page. Think about what the picture can tell you. Write a story for your best friend. Using details, tell what has happened, what is happening and what will happen.

You may use the space on the next page for notes or an outline. Begin writing your story on page 7. Three pages are provided for your story. Use as many as you need. There is no length limit.

Work quietly. When you finish your story, close your test booklet, and read or work on something else.

Are there any questions?

BEGIN YOUR STORY ON THIS PAGE.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

FINAL COPY

STOP.
DO NOT TURN THE PAGE.

(If you need more paper,
ask your teacher.)

Exercise #2

TEACHER INSTRUCTIONS: THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 10.)

First, be sure you have your own test booklet and yellow rough draft.

Find the number on the front cover of this booklet.
Copy the number in the space provided on the front cover of your yellow rough draft.

Today, you may revise and edit the rough draft of your MOON REPORT.
You may want to change your report by:

re-organizing

adding details

developing ideas

Dictionaries are available if you need them.
No other reference materials are permitted.

When your revisions are complete, write a final clean copy in this booklet. If you have a pen, please use it. Pencils are also acceptable. Even if you do not revise your MOON REPORT, <u>you MUST make a final copy in this booklet</u>.

Both the <u>yellow rough drafts</u> and <u>final copies</u> will be collected at the end of this period.

Do you have any questions?

Now begin revising and using your yellow rough draft to write your final copy on the following pages of this booklet. Do your best writing. If you make an error, cross it out and keep writing.

GO ON TO THE NEXT PAGE.

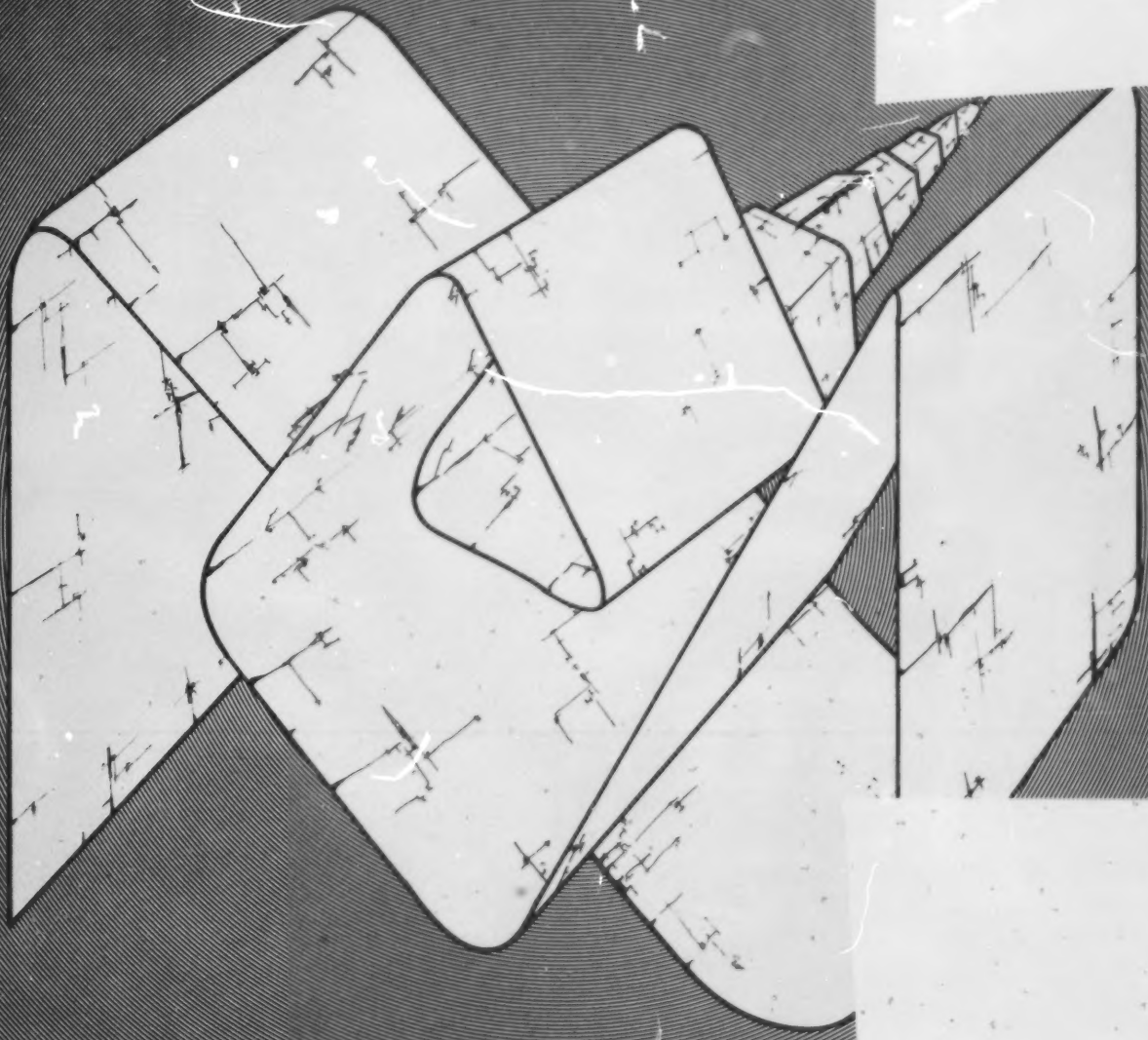
GO ON TO THE NEXT PAGE.

STOP.

(If you need more paper, ask your teacher.)

№ 00262

WISCONSIN PUPIL ASSESSMENT PROGRAM



WRITING

Exercise #1

Exercise #2 (final copy)

Eighth Grade

Wisconsin Department of Public Instruction • Barbara Thompson, Ph.D., State Superintendent

DIVISION FOR MANAGEMENT,

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Wisconsin Pupil Assessment Program

Russ Allen

Diedre Brensike

Maggie Burke

Vicki Fredrick

Darwin Kaufman

Susan Ketchum

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Wisconsin State Journal

Published January 1981

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GRADE 8

WRITING ASSESSMENT TEST

PLEASE PRINT CLEARLY

Name _____
Last Name First Name Middle Initial

School District _____

School _____

Teacher Name _____

Test Booklet Number (from front cover of booklet)___ ___ ___ ___ ___

Grade in School _____ Sex (check appropriate space) 1. ____ Male
2. ____ Female

TO THE TEACHER:

Before beginning, make sure you know which exercises have been assigned to your students and that you have read the Test Administration Manual.

TO THE STUDENT:

Do not turn the page until you are instructed to do so. Then, be certain to turn to the page that your teacher names. Your teacher will read the instructions aloud while you follow along in the booklet.

FOR SCORER USE ONLY:

EX. #1: PT ___ ___ ___ EX. #2: PT ___ ___ ___

H ___ ___ ___ H ___ ___ ___

TEACHER INSTRUCTIONS FOR EXERCISE #1:	THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 3.)

First, be sure you have clearly printed the information requested on page 1.

This is a writing test.
Today, you will write a story.
Write your story in this booklet.

Dictionaries are available if you need them.
No other reference materials are permitted.

Be quiet. If you finish early, work on something else, or read a book.
The test booklets will be collected at the end of this period.

Are there any questions?

Now turn to page 5 for the test directions. Your teacher will read the directions aloud while you follow along.

Exercise #1

TEACHER INSTRUCTIONS: THE FOLLOWING TEST DIRECTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 5.)

TEST DIRECTIONS:

Look at the picture on the opposite page. Think about what the picture can tell you. Write a story for your best friend. Using details, tell what has happened, what is happening and what will happen.

You may use the space on the next page for notes or an outline. Begin writing your story on page 7. Three pages are provided for your story. Use as many as you need. There is no length limit.

Work quietly. When you finish your story, close your test booklet, and read or work on something else.

Are there any questions?

YOU MAY USE THIS PAGE FOR NOTES OR AN OUTLINE IF YOU WISH

BEGIN YOUR STORY ON THIS PAGE.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

STOP.
DO NOT TURN THE PAGE.

(If you need more paper, ask your teacher.)

Exercise #2

TEACHER INSTRUCTIONS: THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 10.)

First, be sure you have your own test booklet and yellow rough draft.

Find the number on the front cover of this booklet. Copy the number in the space provided on the front cover of your yellow rough draft.

Today, you may revise and edit the rough draft of your MOON REPORT. You may want to change your report by:

re-organizing

adding details

developing ideas

Dictionaries are available if you need them.
No other reference materials are permitted.

When your revisions are complete, write a final clean copy in this booklet. If you have a pen, please use it. Pencils are also acceptable. Even if you do not revise your MOON REPORT, <u>you MUST make a final copy in this booklet</u>.

Both the <u>yellow rough drafts</u> and <u>final copies</u> will be collected at the end of this period.

Do you have any questions?

Now begin revising and using your yellow rough draft to write your final copy on the following pages of this booklet. Do your best writing. If you make an error, cross it out and keep writing.

GO ON TO THE NEXT PAGE.

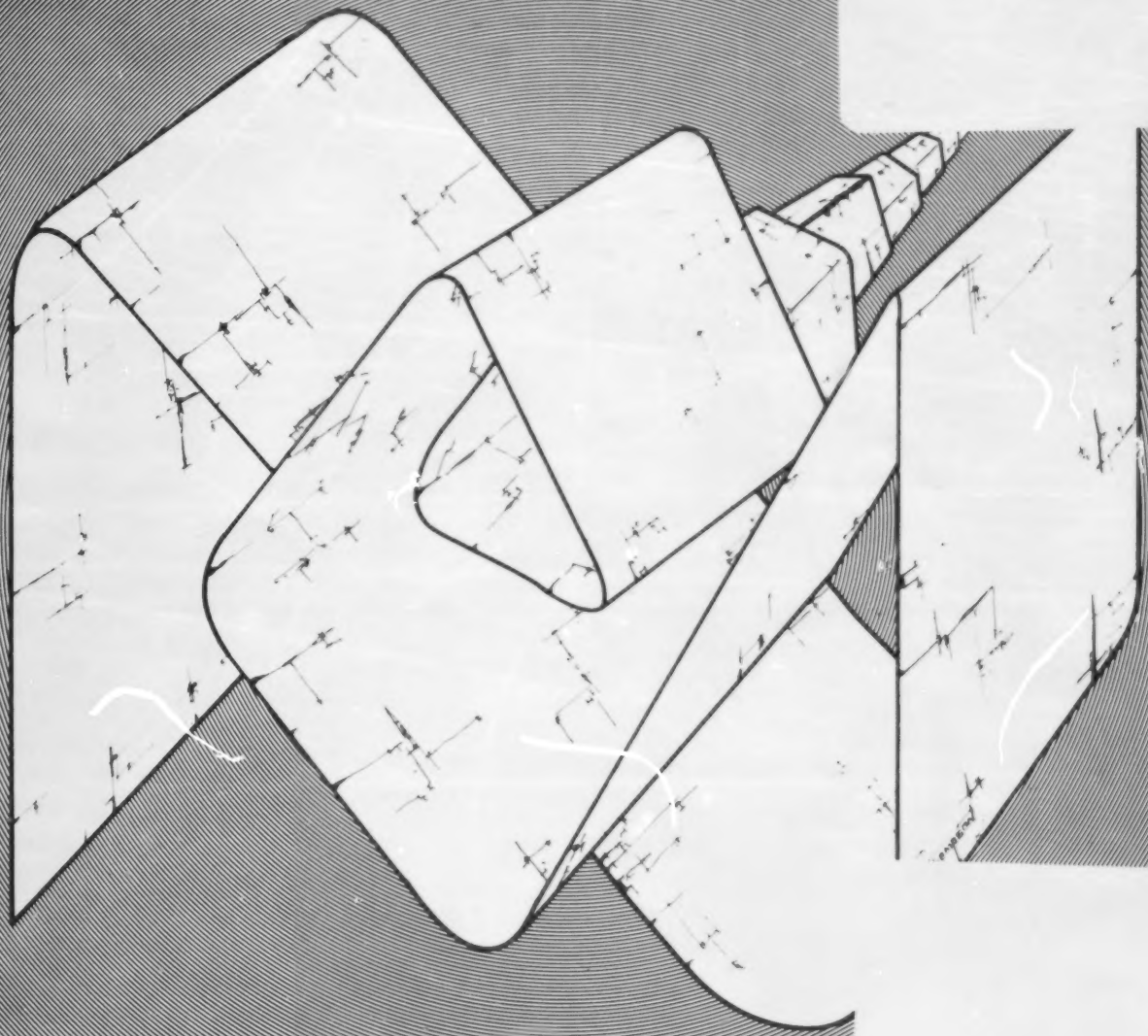
GO ON TO THE NEXT PAGE.

STOP.

(If you need more paper, ask your teacher.)

№ 04061

WISCONSIN PUPIL ASSESSMENT PROGRAM



WRITING

Eleventh Grade

Exercise #1
Exercise #2 (final copy)
Exercise #3

30

Wisconsin Department of Public Instruction • Barbara Thompson, Ph.D., State Superintendent

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Archie A. Buchmiller, Assistant Superintendent

Bureau for Evaluation, Planning,
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Tom Stefonek, Director

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Published January 1981

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GRADE 11

WRITING ASSESSMENT TEST

PLEASE PRINT CLEARLY

Name _____
Last Name First Name Middle Initial

School District _____

School _____

Teacher Name _____

Test Booklet Number (from front cover of booklet)____ ____ ____ ____ ____

Grade in School _____ Sex (check appropriate space) 1. ____ Male
2. ____ Female

TO THE TEACHER:

Before beginning, be sure you know which exercises have been assigned to your students and that you have read the Test Administration Manual.

TO THE STUDENT:

Do not turn the page until you are instructed to do so. Then, be certain to turn to the page that your teacher indicates. Your teacher will read the instructions aloud while you follow along in the booklet.

FOR SCORER USE ONLY:

EX. #1: PT ___ ___ ___ EX. #2: PT ___ ___ ___ EX. #3: PT ___ ___ ___

M ___ ___ ___ H ___ ___ ___ H ___ ___ ___

TEACHER INSTRUCTIONS FOR EXERCISE #1:	THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 3.)

First, be sure you have clearly printed the information requested on page 1.

This is a writing test.
Today, you will write a story.
Write your story in this booklet.

Dictionaries are available if you need them.
No other reference materials are permitted.

Be quiet. If you finish early, work on something else, or read a book. The test booklets will be collected at the end of this period.

Are there any questions?

Now turn to page 5 for the test directions. Your teacher will read the directions aloud while you follow along.

Exercise #1

TEACHER INSTRUCTIONS: THE FOLLOWING TEST DIRECTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 5.)

TEST DIRECTIONS:

Look at the picture on the opposite page. Think about what the picture can tell you. Write a story for your best friend. Using details, tell what has happened, what is happening and what will happen.

You may use the space on the next page for notes or an outline. Begin writing your story on page 7. Three pages are provided for your story. Use as many as you need. There is no length limit.

Work quietly. When you finish your story, close your test booklet, and read or work on something else.

Are there any questions?

YOU MAY USE THIS PAGE FOR NOTES OR AN OUTLINE IF YOU WISH

FINAL COPY

BEGIN YOUR STORY ON THIS PAGE.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

STOP.
DO NOT TURN THE PAGE.

(If you need more paper,
ask your teacher.)

Exercise #2

TEACHER INSTRUCTIONS: THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 10.)

First, be sure you have your own test booklet and yellow rough draft.

Find the number on the front cover of this booklet. Copy the number in the space provided on the front cover of your yellow booklet.

Today, you may revise and edit the rough draft of your persuasive essay. Take time to:

re-organize paragraphs

provide transitions

develop ideas

clarify meanings

add supporting details

Dictionaries are available if you need them.
No other reference materials are permitted.

When your revisions are complete, write a final clean copy in this booklet. If you have a pen, please use it. Pencils are also acceptable. Even if you do not revise your PERSUASIVE ESSAY, <u>you MUST make a final copy in this booklet</u>.

Both the <u>yellow rough drafts</u> and <u>final copies</u> will be collected at the end of this period.

Do you have any questions?

Now begin revising and using your yellow rough draft to write your final copy on the following pages of this booklet. Do your best writing. If you make an error, cross it out and keep writing.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

STOP.

DO NOT TURN THE PAGE.

(If you need more paper, ask your teacher.)

TEACHER INSTRUCTIONS FOR EXERCISE #3:	THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 15.)

First, be sure you have clearly printed the requested information on page 1.

This is a writing test.
Today, you will write a job application letter.
Write your letter in this booklet.

Dictionaries are available if you need them.
No other reference materials are permitted.

Be quiet. If you finish early, work on something else, or read a book.
The test booklets will be collected at the end of this period.

Are there any questions?

Now turn to page 16 for the test directions. Your teacher will read the directions aloud while you follow along.

Exercise #3

TEACHER INSTRUCTIONS: THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 16.)

TEST DIRECTIONS:

> Summer only, need two high school students to work in large clothing store. $160/week, July and August. Write John Fried, Box 260, Milwaukee Times, Milwaukee, Wisconsin 53201.

You see this advertisement in the Milwaukee Times and decide to apply for the job. Write your letter of application to Mr. Fried on the following pages of this booklet. Tell why you are qualified for the job. Use neat, correct business letter form.

There is no length limit. Use as many pages as you need.

Work quietly. When you finish your letter, close your test booklet, and read or work on something else.

Are there any questions?

Begin writing your letter on the next page.

YOU MAY USE THIS SPACE FOR NOTES OR AN OUTLINE IF YOU WISH.

GO ON TO THE NEXT PAGE.

STOP.

(If you need more paper,
ask your teacher.)

TEST BOOKLET NUMBER ___ ___ ___ ___ ___
(to be filled in when rough drafts
and booklets are returned for revision)

Grade 11

WRITING ASSESSMENT TEST

Exercise #2

Rough Draft

PLEASE PRINT CLEARLY

Name _____
Last Name First Name Middle Initial

School District _____

School _____

Teacher Name _____

Grade in School _____ Sex (check appropriate space) 1. ____ Male
2. ____ Female

TO THE STUDENT:

On page 1, read and listen to the instructions for this writing test. Your teacher will read the instructions aloud while you follow along in the booklet.

Wisconsin Pupil Assessment Program
Wisconsin Department of Public Instruction

DIVISION FOR MANAGEMENT,

PLANNING, AND FEDERAL SERVICES

Archie A. Buchmiller, Assistant Superintendent

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Wisconsin Pupil Assessment Program

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Maggie Burke

Vicki Fredrick

Darwin Kaufman

Susan Ketchum

Angie Wisinger

Published January 1981

TEACHER INSTRUCTIONS FOR EXERCISE #2:	THE FOLLOWING INSTRUCTIONS ARE TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 1.)

First, be sure you have clearly printed the information requested on the front of this booklet.

This is a writing test.
Today, you are writing a rough draft of a persuasive essay.
Write your rough draft in this yellow booklet.

On another day, you will have a class period for revising and editing your rough draft.

Dictionaries are available if you need them.
No other reference materials are permitted.

Be quiet. If you finish early, work on something else, or read a book.
Yellow rough draft copies will be collected at the end of this period.

Are there any questions?

Now turn to page 2 for test directions. Your teacher will read the directions aloud while you follow along.

TEACHER INSTRUCTIONS: THE FOLLOWING DIRECTIONS ARE TO TO BE READ ALOUD BY THE TEACHER WHILE THE STUDENTS FOLLOW ALONG. (Before beginning to read, make certain that all students have turned to page 2.)

TEST DIRECTIONS:

Your school board needs your help. In a carefully written essay for presentation to your school board, suggest one change which you would like to see in your school. Persuade the board that this change will make a significant improvement in your school.

There is no length limit. Use as many pages as you need.

Are there any questions?

Begin writing your rough draft on the next page.

YOU MAY USE THIS SPACE FOR NOTES OR AN OUTLINE IF YOU WISH.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

GO ON TO THE NEXT PAGE.

STOP.

(If you need more paper,
ask your teacher.)

- ORDER FORM -

1981 LOCAL OPTION WRITING TESTS

DISTRICT NAME: _____

Shipping Address: _____
(for test materials) Building or School

_____
Street

_____ WI _____
City Zip

Attn: _____, _____
Contact Person Title

(_____) _____
Area Code Phone

Please indicate the quantity of booklets you wish to order

Grade	Quantity of Booklets (summarized from reverse side)
5	☐
8	☐
11	☐

Student responses are written directly in each booklet; booklets cannot be reused or shared.

Please complete both sides of this order form and return the order form by February 13, 1981 to:

Angie Wisinger, 5th Floor, GEF 3
Wisconsin Pupil Assessment Program
125 South Webster Street
Madison, Wisconsin 53702

I have noted and agree to pay all costs associated with local option writing as covered on both sides of this order form.

Signature _____ Date _____
District Administrator

-over-

COST CALCULATION FORM

1981 LOCAL OPTION WRITING TESTS

Please complete the following order summary for each grade level. Refer to the FACT SHEET for information concerning scoring and reports.

NOTE: Students selected in the state sample at each grade level receive a booklet and scoring results for 2 exercises at no cost to the district. Do not add state sample students to the order summary.

GRADE			DESCRIPTION		COSTS
5	_____ number of students	X	$ .15 (cost of booklets: two essays)	=	_____
5	_____ number of students	X	$1.64 (scoring cost: narrative essay)	=	_____
5	_____ number of students	X	$1.64 (scoring cost: expository essay)	=	_____
8	_____ number of students	X	$ .15 (cost of booklets: two essays)	=	_____
8	_____ number of students	X	$1.64 (scoring cost: narrative essay)	=	_____
8	_____ number of students	X	$1.64 (scoring cost: expository essay)	=	_____
11	_____ number of students	X	$ .15 (cost of booklets: three essays)	=	_____
11	_____ number of students	X	$1.64 (scoring cost: narrative essay)	=	_____
11	_____ number of students	X	$1.64 (scoring cost: persuasive essay)	=	_____
11	_____ number of students	X	$1.14 (scoring cost: job application letter)	=	_____

GRAND TOTAL _____

Wisconsin Pupil Assessment Program
December 1, 1980

LOCAL OPTION FACT SHEET

WRITING ASSESSMENT 1981

Dates:

order deadline.....February 13, 1981
shipping period.....February 16 - March 6, 1981
STATE SAMPLE testing period.....March 9 - March 27, 1981
local option testing period.....Before May 8, 1981
return deadline.....May 22, 1981
scoring period.....June 1 - June 30, 1981
results returned.....By July 15, 1981

Format:

Grade		Description	Administration Time
5	Exercise 1:	Narrative essay	30-45 minutes
	Exercise 2:	Expository essay rough draft	30-45 minutes*
		Expository essay final copy	30-45 minutes
8	Exercise 1:	Narrative essay	30-45 minutes
	Exercise 2:	Expository essay rough draft	30-45 minutes*
		Expository essay final copy	30-45 minutes
11	Exercise 1:	Narrative essay	30-45 minutes
	Exercise 2:	Persuasive essay rough draft	30-45 minutes*
		Persuasive essay final copy	45-50 minutes
	Exercise 3:	Job Application Letter	30-45 minutes

*Administration of expository and persuasive essays requires two class periods. At least one day should separate the rough drafting period and time allowed for the final essay.

Although students should be given as much time as needed to complete a test, nearly all students will finish within one class period (45-50 minutes).

Scoring: All essays will be hand-scored twice using the holistic and primary-trait methods. The 11th grade job application letter will be scored only by the primary-trait method. The methods of hand-scoring are described below:

Holistic Scoring

Holistic scoring is a method of hand-scoring essays to determine their relative quality. The term is derived from this method's emphasis on a reader's response to the whole essay--how well the student communicates. Readers are thoroughly trained to rate papers consistently according to pre-selected example essays which represent each score point.

-over-

Primary-trait Scoring

Primary-trait scoring determines if the essay successfully accomplishes the main purpose of a specified writing task.

The term is based on the assumption that particular writing tasks require particular approaches and no others if they are to be successful. The approach used by the writer to reach and affect the audience will be the most important (the primary) trait of a piece of writing. For example, the primary-trait of a persuasive essay would be a systematic presentation of logical arguments directed to a specified audience. Successful papers will have that trait; unsuccessful papers will not, regardless of how clever or well-written they may be in other respects. Readers rate each essay according to pre-determined criteria.

Basic Reports: The per student scoring cost summarized on the COST CALCULATION FORM covers the following basic reports:

1. Class List
2. Class Summary Report
3. School Summary Report
4. District Summary Report